

HIGHLIGHTS

- Areas of expertise: Mathematics Education, STEM Education, Inclusive Education, Mixed Methods Research
- Over 20 years of experience working in international education and development including The World Bank, Global Partnership for Education, and most recently at USAID (Africa Bureau).
- Extensive research experience in the US and globally using mixed methods and qualitative designs, conducting program monitoring and evaluation. Conducted research on: Federal and State Accountability policies in the US (2008 – 2010); UNESCO Out of School MICs Survey Instrument (2011 – 2013); Early Grade Reading and Mathematics Assessments (EGRA and EGMA) (2017 – 2025); Monitoring and Evaluation of USAID education indicators for US Congress (2022 – 2025); Awarded Fulbright Scholarship in India (2015-2016).
- Country Experience: West, East, and Southern Africa, South Asia, East Asia, and the United States
- Affiliate/Adjunct Faculty Positions: International Education Policy Program, University of Maryland, College Park; School of Education, American University; & Doctorate in Global Education Program, Graduate School for International Training (SIT).

SELECT PROFESSIONAL EXPERIENCE

- Senior Education Advisor, United States Agency for International Development (USAID), Africa Bureau
- Senior Education and Research Specialist, World Learning
- Mathematics Technical Specialist, Policy Linking Methodology Group: Linking Assessments to Global Standards
- Senior Researcher, USAID funded Reading within Reach and Global Reading Network
- Technical Advisor on Mathematics Education (Consultant), Cambodian Ministry of Education, Youth, and Sport, Global Partnership for Education
- Senior Associate, Creative Associates International
- Education Specialist, Global Partnership for Education Secretariat
- Senior Research Associate, Center on Education Policy
- Education Consultant, Africa Region, The World Bank

SELECT UNIVERSITY GRADUATE (M.A. and Doctorate) COURSES TAUGHT

- Qualitative Research Methods & Mixed Methods Research in the Social Sciences
- For Mathematics Teacher Practitioners: Counting and Cardinality, Elementary STEM, Elementary Geometry, Geometric Thinking (Secondary Level), Data Science and the Community (Secondary Level), Algebraic Thinking (Secondary Level), and Calculus in Context (Secondary Level)

EDUCATION

Ph.D. International Education Policy, May 2008

Education Policy and Leadership, College of Education, University of Maryland, College Park

Recipient of Senatorial State Scholarship, Maryland Higher Education Commission

M.A. International Education Policy, May 2004

Education Policy and Leadership, College of Education, University of Maryland, College Park

Bachelor of Science (Magna cum Laude), May 2001

College of Chemical and Life Sciences, University of Maryland, College Park

Recipient of Maryland State Distinguished Scholar (Honorable Mention) and University Honors Program Citation

SELECT PUBLICATIONS

Zakharia, Z., **Srikantaiah, D.**, Wren, S., Courtney, L., Murillo, K. (2025). Comparative and International Higher Education and the Aid Sector Graduate Pipeline. *Journal of Comparative & International Higher Education*, 17(2), 86-96.
<https://ojed.org/jcihe>

Srikantaiah, D. and Patel, J. (2025) "Holistic and Decolonial Approaches to Mass Education," *Journal of Contemplative and Holistic Education*: Vol. 2: Iss. 2, Article 5. Available at: <https://scholarworks.bgsu.edu/jche/vol2/iss2/5>

Srikantaiah, D. (2024). From Altars to Algorithms: The Enduring Legacy of Vedic Mathematics for Holistic Education. *Holistic Education Review* 4(2), Fall 2024. Available at: <https://her.journals.publicknowledgeproject.org/index.php/her/article/view/3140>

Srikantaiah, D., Grant, B., & Wren, S. (2023). Plurality, Equity and Meaning Making with Indigenous Knowledges. *Holistic Education Review*, 3(1), May 2023. <https://her.journals.publicknowledgeproject.org/index.php/her/article/view/2660>

Evans, N., **Srikantaiah, D.**, Pallangyo, A., Sugrue, M., & Sitabkhan, Y. (2019). Towards the design and implementation of comprehensive primary grade literacy and numeracy programs. A Working Paper by the Global Reading Network. Prepared by University Research Co., LLC. (URC) under the Reading within REACH initiative for USAID's Building Evidence and Supporting Innovation to Improve Primary Grade Assistance for the Office of Education (E3/ED).
[Link](<https://www.edu-links.org/resources/towards-design-and-implementation-comprehensive-primary-grade-literacy-and-numeracy>)

Srikantaiah, D., Eichhorn, M., & Khan, M. (2018). Determination of marginalized youth to overcome and achieve in mathematics: A case study from India. *Global Education Review*, 5(3), 5-28.

Srikantaiah, D., & Ralaingita, W. (2014). Teacher Education and Professional Development in Global Mathematics. In A. Wiseman & E. Anderson (Eds.), *Annual Review of Comparative and International Education 2014*. Emerald Group Publishing Limited: United Kingdom.

Prouty, R., Banik, K., & **Srikantaiah, D.** (2012). Effective Approaches to Making Inclusive Education a Part of Education for All. In J. Heymann & A. Cassola (Eds.), *Lessons in Educational Equality: Successful Approaches to Intractable Problems Around the World*. New York, New York: Oxford University Press.

Godbole-Chaudhuri, P., **Srikantaiah, D.**, & van Fleet, J. (2008). Indigenous Knowledge and Intellectual Property Rights: Confronting Modern Norms to Promote Sustainability. *Diaspora, Indigenous, and Minority Education*, 2, 1-19.

Srikantaiah, D. (2008). Institutionalizing Traditional Medical Knowledge in Western Institutions. *Journal of Management and Entrepreneurship*, 2(3).

Srikantaiah, D., & Rueger, C. (2008). An Alternative Knowledge System at the World Bank: A Case Study Analysis of the Indigenous Knowledge for Development Program. In T. Srikantaiah & M. Koenig (Eds.), *Knowledge Management in Practice: Context and Connection*. Medford, NJ: Information Today, Inc.

Hunter, S. M., & **Srikantaiah, D.** (2007). Indigenous Language Loss: Revitalization in Immersion Classrooms with Intergenerational teachers. *Journal of the International Society for Teacher Education*, 11(2).